

Developing *Grammar and Vocabulary Textbook* for English Education Students at the Hindu State University Igb Sugriwa Denpasar

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ABSTRACT

This research was a development research (R&D) which aimed to develop a textbook entitled "*Grammar and vocabulary*" for English for Tourism course in the English Education Department at the Hindu State University I Gusti Bagus Sugriwa Denpasar. Data were obtained through observation, questionnaires and documentation techniques. Data were analyzed qualitatively and quantitatively. The results of this study indicated that the results of the CVI calculation for 2 material experts were 0.99 (1) and the CVI calculation for product design is 0.97 so that it is quite close to the Lawshe minimum limit value. Thus the material contained in the book "*Grammar and vocabulary*" was declared valid and feasible to be used. The output of this research was a book entitled "*Grammar and vocabulary*".

Keywords :*English, Tourism, Tri Hita Karana*

A. Introduction

According to Law Number 20 of 2003 concerning SISDIKNAS Article 1 Paragraph 20 Paragraph, learning is a process of interaction between students and educators and learning resources in a learning environment. This definition explains the importance of the process of creating interactions between lecturers and students and vice versa. This interactive process certainly requires tools that bridge the learning process in the classroom in order to achieve the goals of the learning process itself. The tools are teaching materials. Suhertian (2004) found that educational materials play an important role in achieving quality learning goals and concluded from his research that educational materials have a significant influence on learning outcomes. This means that learning with materials tends to provide better results than learning without materials. From the results of the first observation, the researcher found several facts about the Basic Grammar and Vocabulary learning process in the UHN I Gusti Bagus Sugriwa Denpasar environment, especially in the English Department, including the following. (1) the same material is not used in the learning process; different teachers have different materials. From interviews with the lecturers, it is known that the creation

of teaching materials is only based on the ideas of each lecturer, and the sources of teaching materials are only taken from several existing books and the internet. (2) The content taught and presented in the syllabus and lesson plan varies, even the teaching materials and topics vary from year to year. (3) Students have never had a guidebook at home that can be used as learning material according to their grade because the current ones do not match the Basic Grammar level. So far, the material has only been explained in the traditional way, namely by writing the material on the board during the learning process in class. (4) The Grammar course is the subject that students hate the most. The above problems certainly give the impression that learning Basic Grammar at UHN Sugriwa Denpasar needs and is important to find a solution. Learning Grammar and Vocabulary is an important aspect that supports the four most important language skills. Speaking, listening, reading, and writing skills cannot be separated from the actual Grammar and Vocabulary learning process. The Grammar learning process is a learning process that can increase students' motivation and interest in learning and taking Grammar courses, especially at beginner, intermediate, and advanced levels. In order for basic Grammar learning to be more targeted and enjoyable, it is necessary to create a communicative textbook that can stimulate students' enthusiasm for learning. For this reason, the author plans to conduct research and development of English Basic Grammar and Vocabulary materials to be used as a guide module for lecturers and semester 3 students. A strong theoretical construct is needed to support this research before modules and materials can be developed. Several expert definitions of teaching materials or educational materials are interpreted as: According to Tomlinson (1998: 2), Material is everything that is used by educators and educational participants to facilitate and improve language learning. Iskandarwassid and Dadang Sunendar (2011: 171) stated that teaching materials are a set of information that students need to absorb through enjoyable learning. This shows that by making teaching materials, it is expected that students can feel the effects of the teaching materials and the teaching materials after learning. Yana Wardhana (2010: 29) added that the learning materials are a medium to realize the ideals and goals achieved by the students.

On the other hand, Opara and Oguzor (2011: -66) found that teaching materials are audiovisual materials (software/hardware) that can be used as alternative

communication channels in the teaching and learning process. Educational materials are learning resources in the form of visual and audiovisual media that can be used as alternative communication channels in the learning process, knowledge, and/or language experience. Based on the above considerations, the "Materials" used in this study are systematic learning materials used by Lecturers and Students to learn Basic Grammar and Vocabulary in order to achieve the goals expected of students. The development of teaching materials must be based on an analysis of the needs of students. There are many reasons why teaching materials need to be developed, as described in the Directorate General of Development (2008: 8-9): a) Availability of educational materials in accordance with curriculum needs. This means that the learning materials developed must be in line with the curriculum. b) Target characteristics, namely the ability to adapt the educational materials developed to the characteristics of the target students, including the social, cultural, geographical environment, and the developmental stage of the students. The development of teaching materials must be able to answer and solve learning problems and difficulties. Therefore, in developing teaching materials in universities, it is necessary to pay attention to the characteristics of students and their needs according to the curriculum, especially by trying to get more participation and activeness from students in their learning. Making student worksheets is one alternative teaching material that helps students learn certain skills because it helps them add information about what they are learning through structured learning activities. In general, educational materials are divided into printed materials and non-printed materials. Printed materials can be in the form of handouts, books, modules, brochures, and others. Non-printed materials include audio materials such as cassettes, radio, recordings, and audio CDs. Audiovisual materials such as CAI (Computer-Assisted Teaching) and Web-Based Learning Materials (Ika Lestari, 2013: 5). Furthermore, Mulyasa (2006: 96) stated that the format of educational or learning materials includes printed materials (handouts, books, modules, brochures and leaflets), audio (radio, cassettes, audio CDs), visual (photos or images), audiovisual (video/film, VCD, etc.), and multimedia (interactive CDs, computer-based, Internet, etc.). The materials mentioned in this study are most likely printed materials in the form of textbooks. This is because textbooks are closely related to the curriculum, competency

standards, and core competencies. Rudi Susilana (2008: 14) stated that textbooks are books about a particular subject or science that are designed to help teachers and students achieve learning objectives. Textbooks play an important role in achieving the country's educational goals. Hutchinson & Torres (1994) stated that the textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce those in [various] countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook. One of the things needed for the classroom is a textbook. Textbooks can also be a place to record ideas related to a country's national culture. As stated by Pingel (2009: 7) Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and are often a flashpoint of cultural struggle and controversy. The grammar learning process plays an important role in supporting the four English language skills. The assumption that meaning and communication are the focus of language learning is not enough to achieve comprehensive language proficiency. The following researchers try to explain grammar based on the theories of language experts. According to Harmer (2001: 142), grammar describes how words are modified and combined in sentences in a language. (grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language). Grammar is one of the most important aspects of translation. Therefore, in addition to the general definition above, there are several linguists who define grammar in different styles. In line with Senada stated that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

According to Gerot and Wignell (1995) in their book "Making Sense of Functional Grammar there are 3 grammars studied in this education world, namely: 1) Traditional grammar aims to describe the standardization of English grammar compared to Latin. Traditional grammar focuses more on the rules in producing correct sentences. 2) Formal grammar aims to describe sentence structures. The right question that can be answered by formal grammar is "How is the sentence structured?" 3) Functional grammar describes language as meaning that focuses on text and context. Functional grammar begins with the question "How are the meanings of the text realized?" From the three models proposed by Gerot and Wignell above, this study takes the three

models to be mixed and developed into a communicative learning module by presenting Basic Grammar and Vocabulary learning.

B. Research Method

The research design of this study is Research and Development (R&D). Dick and Carey (Gall et al., 2003), Research and Development is a research methodology that aims to develop products related to education and learning. The subjects of this study were the lecturers who teach Grammar and Vocabulary courses at UHN Sugriwa Denpasar. At the design stage, the instruments used were needs analysis questionnaires, interview guidelines, and content analysis guidelines. At the development stage, a development checklist will be created from the results of the data analysis. At the review stage, the instruments used are review sheets and interview guidelines. The results of these instruments will be the basis for a revision checklist that will guide the final stage of this study. Qualitative data analysis applied in this study will use the Miles and Huberman (1994) approach which includes: data collection, data presentation, data reduction, and drawing conclusions/verification. Data obtained from open questionnaires (users), interview guidelines (users/lecturers), and content analysis guidelines in the design process will be analyzed to compile a blueprint for material development. Then, at the review stage, all data collected from the review guidelines/rubrics (experts), feedback forms (experts/users), open-ended questionnaires (users), and interview guidelines (users/lecturers) were analyzed to produce conclusions.

C. Research Finding and Discussion

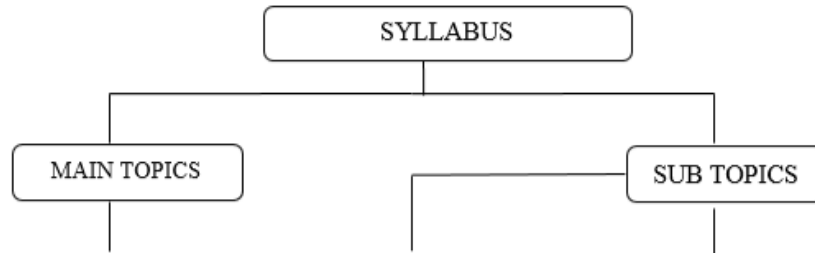
To obtain data to answer the first and second research questions, there are two activities carried out at this stage, namely: (1) Syllabus analysis, (2) Distribution of questionnaires to Lecturers in charge of IEC courses at UHN I.G.B.S. Denpasar. The product developed based on the research results is a textbook complete with exercises. The textbook is entitled "Vocabulary and Grammar" for the English Language Education Department at UHN I Gusti Bagus Sugriwa Denpasar. Product development is carried out in five steps, namely: (1) needs analysis, (2) planning, (3) product design development, (4) product design validation, (5) product revision. In this development

stage, the description will start from the planning stage because the first stage, namely needs analysis, is included in the research stage. The following are the steps for developing a textbook product. Next, the planning stage. Planning is the second stage in product development. In this stage, the researcher prepares the Syllabus and Semester Learning Plan (RPS) which will be used as the basis for compiling the textbook, prepares the research instruments that will be used to collect research data, validates the research instruments that have been prepared, and validates the Semester Learning Plan that will be used to compile the teaching material products. The following is an analysis of the syllabus and RPS that are prepared as the basis for developing textbooks to meet the learning outcomes assigned to the course. In general, the results of the analysis of the syllabus and RPS used by the lecturer in charge of the IEC A course show that 14 topics are discussed in this course for students of the English Education Department of UHN I Gusti Bagus Sugriwa Denpasar. However, from the 14 topics, the researcher saw similarities in aspects between one topic and another. So to avoid developing topics that are actually related to each other with other topics, the researcher combined several topics with other topics that turned out to be related and could be combined in one main topic. The following is a topic development matrix for the IEC book, in which case the researcher only focuses on developing textbooks for Grammar and Vocabulary skills.

Meanwhile, the findings from the questionnaire supported by evidence from the documents owned showed that the books used by one lecturer with another lecturer were different. So to standardize the books used by the lecturers teaching IEC A, the Department project that focuses on developing IEC books according to the division of skills was carried out. By considering the findings and results of the questionnaire, several conclusions can be concluded as follows: From the results of the questionnaire, it is necessary to develop the IEC A Textbook as a guideline for lecturers, especially lecturers teaching IEC A subjects and develop 14 topics in the textbook. After conducting a syllabus analysis and compiling the RPS for the IEC course, the next step is to compile the Instrument. The instrument compiled to collect data in this development stage is a questionnaire. The assessment used in the questionnaire uses a four-point scale. This is done with the consideration that respondents do not have the opportunity to be neutral towards the statements in the questionnaire. Widoyoko (2015:

106) stated that the advantage of scale 4 compared to scales 3 and 5 is that users of scale 4 do not allow respondents to choose a safe zone, namely being neutral, sufficient or hesitant. The instrument is made in the form of a statement using a four-scale assessment and is derived from the grid. Each instrument has a different number of statement items because it is adjusted to the aspects to be assessed. The instruments that are prepared will be validated by expert lecturers so that they are valid for use in research. Instruments that have been validated will be revised if there are several things that are lacking or inappropriate.

The prototype was developed based on the results of the needs analysis and the grand theory used in this study. Based on the results of the needs analysis, it was decided that it was necessary to develop a Grammar and Vocabulary Textbook product for English Education Department Students at the I Gusti Bagus Sugriwa Hindu State University, Denpasar. The following is a prototype of the textbook developed for the course.



TOPICS	VOCABULARY FOCUS	GRAMMAR FOCUS
1. Make New Friends and Greetings!	Common greetings, introductions, and personal pronouns.	Simple Present Tense, Personal Pronouns
2. Bring Characters to Life!	Adjectives for physical appearance and personality.	Adjectives, Verb "to be"
3. Dive into Daily Adventures!	Daily activities and adverbs of frequency.	Present Simple Tense
4. Master Time and Dates!	Days of the week, months, ordinal numbers, prepositions of time.	Prepositions of Time, Ordinal Numbers
5. Shop Like a Pro!	Shopping-related terms, items, and quantifiers.	Countable and Uncountable Nouns, Quantifiers (some, any, much, many)
6. Delight in Food and Drink!	Food and drink items, meals, and articles.	Countable and Uncountable Nouns, Articles (a, an, the)
7. Stay Healthy and Know Your Body!	Body parts, common illnesses, and modal verbs for advice.	Modal Verbs (can, can't, must, should)
8. Plan and Invite with Confidence!	Future time expressions, phrases for invitations.	Future Simple Tense (will), Going to
9. Give and Follow Directions Like a Pro!	Prepositions of place, directional verbs.	Imperative Mood, Prepositions of Place
10. Explore and Describe Amazing Places!	Words for locations, places in a city, natural features.	There is/There are, Prepositions of Place
11. Relive Thrilling Past Adventures!	Past time expressions, regular and irregular verbs.	Past Simple Tense, Regular and Irregular Verbs
12. Share Remarkable Experiences!	Phrases indicating life experiences, present perfect tense markers.	Present Perfect Tense
13. Make Comparisons and See the Difference!	Comparative and superlative adjectives.	Comparative and Superlative Adjectives
14. Express Your Opinions and	Opinion and preference phrases,	Phrases for Giving Opinions,

At this stage, the steps taken are instrument validation. Validation of research instruments includes validation of assessment questionnaires by teaching material experts, materials, languages, and lecturers.

There are two aspects of assessment in the questionnaire from the aspect of teaching materials by experts, namely the appearance and presentation of teaching materials. The validator gave a score of four which is categorized as very good for each statement in the questionnaire for teaching material experts. The average score of the

validator's assessment of the questionnaire for the teaching material aspect is four which is included in the interval $3.25 < X \leq 4.00$ with the criteria that the statement (the aspect being assessed) is suitable for use without being revised. Although giving a score of four, the validator suggested that in the presentation aspect an assessment be added regarding the presence of an advance organizer at the beginning of the chapter so as to provide an overview of the material to be discussed in that chapter and the presence of graphic elements such as tables, pictures, or graphs to make it easier for users to understand the material. The questionnaire for teaching material experts is suitable for use to assess the teaching book products that have been compiled by researchers. This is concluded from the average score obtained. The average score is four in the validation. Scoring guidelines, scores that are in the interval $3.25 < X \leq 4.00$ mean that the statements in the questionnaire are suitable for use without revision. However, the researcher will improve the questionnaire according to the advice given by the expert so that the questionnaire is more suitable for use.

Validation of the Questionnaire from the Material Aspect by the Expert

The validator gave a score of four for every five statements in the questionnaire for the material expert. This shows that each statement in the questionnaire is suitable for use without revision. The following are the results of the assessment of the material validation questionnaire. The average score of the validator's assessment of the material aspect assessment questionnaire is four which is included in the interval $3.25 < X \leq 4.00$ with the criteria that the statement (the aspect being assessed) is suitable for use without being revised. The following is a graph of the questionnaire assessment on the material aspect. The questionnaire for the material expert is suitable for use to assess the textbook product that has been prepared by the researcher. This is concluded from the

average score obtained. The average score is four in the validation. In the scoring guidelines, a score that is in the interval $3.25 < X \leq 4.00$ means that the questionnaire is suitable for use without revision.

Validation of the Questionnaire from the Language Aspect by the Expert

The validator gave a score of four for ten statements in the questionnaire from the language aspect by the expert. This shows that each statement in the questionnaire is suitable for use without revision. The average score of the validator's assessment of the language aspect assessment questionnaire is four which is included in the interval $3.25 < X \leq 4.00$ with the criteria that the statement (the aspect being assessed) is suitable for use without being revised. The following is a graph of the questionnaire assessment on the language aspect.

Validation for Lecturers Teaching Courses

The validator gave a score of four to each statement in the questionnaire for lecturers teaching courses. This shows that each statement in the questionnaire is suitable for use without revision. Similar to the questionnaire for teaching material experts above, the questionnaire for lecturers teaching courses from the teaching material aspect also added an assessment related to the presence of an advance organizer and graphic elements. Although it got an average score of four which means the questionnaire is suitable for use without revision, the researcher added two assessments, namely regarding the presence of an advance organizer and graphic elements according to the validator's suggestions.

Based on the assessment results from the three material experts, the data obtained were then processed quantitatively using the Content Validity Ratio (CVR) analysis method. CVR is a validation approach to determine the suitability of items with

the domain measured based on the judgment of experts or validators (Lawshe, 1975). Based on the calculation of data with CVR, the calculation of the CVR value for each instrument item for 2 validators was obtained at 0.99. After obtaining the CVR value, the CVI (Content Validity Index) value was calculated to illustrate that overall the instrument items had good validity. The results of the CVI calculation for 2 material experts were 0.99 (1) so that it met Lawshe's minimum limit value. Thus, the material contained in the "Vocabulary and Grammar Textbook" Book is declared valid and suitable for use. The validator also provided notes on the instrument provided. Most of the notes given were positive. Here are some notes given by the validator, namely: 1) the material should not be too complex and should be made rather narrow and brief with a core, 2) Exercises for each topic should be increased.

Product Design Expert Validation

Validation data was obtained by providing an assessment instrument by a product design expert that included aspects of consistency, format, organization, and design. Based on the assessment results from the user, the data obtained was then processed quantitatively using the CVR method from Lawshe. Based on the calculation of data with the CVR, the calculation of the CVR value for each instrument item was obtained as 0.99 except for instrument item number 7 which received a CVR value of 0.6. This is because out of 3 validators, 1 person gave an inappropriate assessment on item number 7. After the CVR value was obtained, the CVI value was calculated to illustrate that overall the instrument items had good validity. The result of the CVI calculation was 0.97 so that it was quite close to the minimum Lawshe limit value. Thus, the product design value included in the "Vocabulary and Grammar Textbook" Book was declared quite valid, but still needed a little improvement before being used. Although the results of the product design validation test showed a fairly good CVR value, the validator also provided several notes as material for improving the product design of the "Vocabulary and Grammar Textbook" Book. Some notes given by the

validator are: 1) there are several typos in the product design user manual/instructions, 2) the cover design does not reflect the topic/title being developed, 3) the writing margins on the cover edges are too protruding, 4) if possible, the images displayed should be “real” images with the product design being developed, 5) the writing of the user manual should be clearer, 6) pay attention to the durability of the product design so that it can be used for a long time, and 8) the user manual should provide image captions.

D. Conclusion

This research is categorized into Research and Development (R & D) which focuses on designing textbooks for IEC courses for students of the English Education Department of UHN I Gusti Bagus Sugriwa Denpasar. There are two objectives of this research that are to be achieved, namely: (1) developing textbooks for IEC that focus on the Vocabulary and Grammar aspects of the English Education Department, (2) to identify the quality of textbook development for IEC courses that focus on the Vocabulary and Grammar aspects. The research design used in this study is based on the Sugiyono model which consists of 10 stages, namely: (1) needs analysis, (2) data collection, (3) product design, (4) validation, (5) revision, (6) product trial, (7) product revision, (8) field experience / trial, (9) product revision, and (10) final product.

The results of the needs analysis describe that the development of the Vocabulary and Grammar Text textbook is needed as a guide for lecturers teaching this course in carrying out the teaching process. Because so far the handbook for the IEC course between one lecturer and another is still not uniform so that one lecturer and another lecturer teach the same course with different topics. So to align perceptions and adjust to the syllabus, the textbook for this course really needs to be developed so that the lecturers who teach this course can teach the same material to each other.

Based on the data obtained from the assessment by material experts using CVR, the calculation of the CVR value for each instrument item for 2 validators was 0.99 and the CVI value was 0.99 (1) so that it met the minimum Lawshe limit value. Thus, the material contained in the product design of the book "Vocabulary and Grammar" is declared valid and suitable for use. Furthermore, for product design experts, the CVR value for each instrument item for 5 validators was 0.99 except for instrument item

number 7 which received a CVR value of 0.6. This is because out of 3 validators, 1 person gave an inappropriate assessment on item number 7. The CVI value for 2 material experts was 0.97 so it was quite close to the minimum Lawshe limit value. Thus, the material contained in the product design of the book "Vocabulary and Grammar" is declared quite valid. The development of textbooks for IEC courses is designed based on problems faced in real situations (based on initial observations) and the results of syllabus analysis. Then, material quality testing is carried out involving validity and coefficients. The implication of this research was to give guidelines book to teach Grammar and vocabulary for EED Lecturers as compile same perception. The limitation of this research would be benefit for further researcher that would like to take the same aspect to be their research do develop due to this research only focus with grammar and vocabulary with some topics that didn't covered all topics that actually needed in teaching learning those aspects.

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